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Training School for Teachers

Rochester New York

Training school for teachers-1910.

UNIVERSITY OF ILLINOIS

PRESIDENT'S OFFICE

NOV 3 1914

Training School for Teachers

Under the auspices *of* the
State *of* New York
and the Board *of* Education
of the City *of* Rochester

STATE DEPARTMENT OF EDUCATION

Hon. Andrew S. Draper, LL.D., Commissioner of Education
Hon. Thomas E. Finegan, M. A.,
Third Assistant Commissioner of Education

CITY DEPARTMENT OF EDUCATION

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Mrs. W. A. Montgomery — Isaac Adler
Clarence F. Carroll ..... Superintendent of Schools

FACULTY

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Della Justine Long, Ph. B ..... Vice-Principal
Mary L. McCartney, Mary Jean Miller .. .. Kindergarten Department
Floy Hungerford ..... Science Department
B. L. Griffin ..... Physical Training
~~Katherine Steiger~~ ..... Sewing
~~Eleanor D. Toaz~~, Florence Rogers ..... Manual Training
Caroline M. Morgan ..... Drawing ... Music
Marcia J. Mann ..... Librarian, Secretary
V. E. Lusk ..... Music

AIM OF SCHOOL

THE Rochester Training School offers to its students two professional courses of instruction, which enable them to teach in the State of New York. One course is for teachers in the elementary schools. The other is for the training of Kindergarteners.

The Board of Education of the City of Rochester looks to the Training School for its supply of teachers. A high standard of work is maintained. Students who are not fully qualified for the teaching profession are not encouraged to enter upon these courses. It is not sufficient that a student should have only such academic training as is required by the state for entrance to a training school, but she should have certain qualifications of character combined with good health and natural ability for the work which would assure us of her power to live up to the high professional standards established by the school.

We would suggest as necessary qualities of a teacher: optimism, love of children, common sense, executive ability, adaptability, tact and patience.

During the two years that the student spends with us, it is our hope that she may learn the real place of the school in the community at large, that she may see that each day is a day of real life in the history of the child, and, lastly, that the student may find her best self in her work. In the measure that this has been accomplished, has the Training School been able to raise the ideals of the teaching profession in the schools in which its graduates have taught.

A Kindergarten Primary Course of two years is offered. A state license grants the holder of such certificate may teach in the Kindergarten and first six grades.

BUILDINGS AND EQUIPMENT

The school is located on Scio Street, near Main Street, East, and can be reached by any of the trolley lines passing out Main Street, East.

The Training School has two large buildings—one for the Normal Department and one for the Practice School. The latter accommodates seven hundred children. The lower floor of the Normal Department is occupied by a large and delightfully equipped Kindergarten, in which students have their practice teaching. A class room occupied by a first grade just passed from Kindergarten gives easy and ample opportunity for observation on part of Kindergarten of the more advanced work of the children with whom they worked and played in Kindergarten.

Upon the second floor are the art room, science laboratory, library, and study and lecture room of pedagogy. Shower baths are on this floor. The entire third floor is devoted to gymnasium.

A large athletic field at rear of building, gives opportunity for out-door sports for both Normal students and children. The school also possesses a tract of land which is used as a garden.

LIBRARY AND STUDY

The library is a very beautiful and serviceable room with a carefully selected collection of 3,000 books. This collection consists of books on pedagogy, science, art, history and literature, including some fiction. The Board of Education is most generous in its yearly contribution to our library. This makes it possible for our shelves to hold the very latest and best books applying to our professional work. The library is catalogued, making books most accessible. It is under the care of a librarian.

LIBRARY

The following is our list of periodicals:

World's Work
National Geographic Magazine
Survey
The Craftsman
Nature Study Review
Bird Lore
The Outlook
Stout Institute Catalogue
Elementary School Teacher
Teachers' College Record
Kindergarten Review
Harper's Monthly
The World To-day
Life
St. Nicholas
Collier's
Current Events
Youth's Companion

LECTURE ROOM

The class room for psychology, history of education and methods, is large, attractive and well-lighted. Study tables and chairs of dark oak are arranged in a hollow square, furthering the round-table method. A large cast of the Victory of Samothrace stands against a green wall. The Naples bust of Dante, the gift of a recent class in history of education is above the history book case. The abundant sunshine, soft, green walls and dark furniture make this an ideal class room.

SCIENCE LABORATORY

In order that students may be led to see that real scientific knowledge comes from observation of living things, and not only from the reading of books, this room is equipped

with all apparatus necessary for individual experimentation. Tables for each student, microscopes, dissecting instruments, Bunson burners, test tubes, etc., make possible the laboratory method. As so much of this work is done with live specimens, both plants and animals, the room with its southern exposure is peculiarly adapted to further the ideals of this department.

Geography and physiology are also in charge of science instructor. Maps, globes, German charts, mounted specimens, imported biological specimens, dissectable models, human skeleton, etc., are part of the equipment.

GYMNASIUM

The gymnasium, on the third floor of the Normal building, is well-lighted and ventilated. It is equipped very fully with Swedish apparatus, and has adjoining it dressing rooms and shower baths for the use of the students. An indoor basketball court is located on the third floor of the Practice School, and is enjoyed by both Normal students and children. In the spring and fall much of the work is done out of doors, for which there is a spacious and well-arranged field, with running track, base ball field, basket ball and tennis courts, etc.

PRACTICE SCHOOL

The Practice School consists of a kindergarten and eighteen class rooms. The kindergarten has an attendance of 80. There is a total of 700 children in the school entire. The grades extend from first to eighth, inclusive. The well-equipped workshop, used by pupils of Practice School and students of the Training Department, is in this building.

GYMNASIUM

GENERAL INFORMATION

COURSES OFFERED

The School offers two courses, each of two years' length.

a. Normal—prepares for teaching in the grades of the public schools of the state.

b. Kindergarten—prepares for teaching in the kindergartens of the public schools of the state.

Students who graduate from either course in this school may, by remaining a third year, receive both certificates upon passing satisfactory examination in only such subjects as they did not pursue during their original course.

REQUIREMENTS FOR ADMISSION

1. Candidates must be sixteen and a half years of age at the time of entrance.

2. They must subscribe to the following declaration: "We, the subscribers, hereby declare that our object in asking admission to the training school is to prepare ourselves for teaching; and that it is our purpose to engage in teaching in the public schools of the State of New York, at the completion of such preparation."

3. They must hold diplomas issued by the State Superintendent of Public Instruction certifying to graduation from approved high schools or academies or certificates issued by the same authority, certifying to the completion of an approved course* of study in an institution of equal or higher rank as provided under the law.

4. They must pass an examination conducted under the direction of the City Superintendent of Schools.

*See Minimum Requirements for an Approved High School Course.

This examination must include:

a. English (grammar, rhetoric, composition, literature).

b. Mathematics (arithmetic, algebra, plane geometry).

c. One Science.

d. Any other three subjects of an approved high school course. One of these three subjects shall be an oral examination in music.

5. Candidates from other States, in order to qualify for entrance to the training school, shall present credentials of graduation from a high school or an institution of equal or higher rank, having a course of study at least equivalent to the high school course of study prescribed as a basis for entrance to training schools in this state. Such credentials shall be forwarded to the State Superintendent for approval.

6. A physical examination is required by the Board of Education.

7. A "Statement of Candidate," which can be obtained from the principal of the Training School, must be filled out by candidate before entrance. This statement is signed by principal of high school from which candidate has graduated, and is returned to principal of Training School. It is obviously necessary that candidates shall make application for entrance as early as possible.

8. No person shall be admitted to the class later than the second Monday following its organization.

9. Catalog of school and general information may be obtained by addressing

Principal of Training School,
Scio Street,
Rochester, N. Y.

10. The requirements for admission to the Kindergarten course are the same as for the Normal course, with the exception of music. Kindergarten candidates must have, before entering the school, such knowledge of instrumental and

vocal music as will make it possible for them, before graduation, to play and sing with ease such music as is required in the kindergarten.

MINIMUM REQUIREMENT FOR AN APPROVED HIGH SCHOOL COURSE

A course of study in a high school or academy to receive the approval of the State Commissioner of Education, as required by chapter 1031 of the laws of 1895, entitled "An act to encourage and promote the professional training of teachers," must include 2880 recitation periods, of which the following subjects must be a part:

English.—The course in English must be continuous throughout the four years, and must provide adequate instruction in

Literature	494 hours
Rhetoric and Composition	
Grammar	

History.—The course in History should be continuous throughout the year, and must include

Ancient History	114 hours
English History	114 hours
American History with the development of civic institutions	160 hours

Mathematics.—The course in Mathematics must include

Algebra (through quadratics).....	190 hours
Plane Geometry	190 hours

Science.—The course in Science must embrace Biology, including Physiology and Physics. The laboratory method of teaching these subjects is prescribed.

Biology and Physiology	190 hours
Physics	190 hours

Foreign Languages. — The course in Foreign Languages must include

Latin .....380 hours
or
French .....380 hours
or
German .....380 hours

Drawing.—The course in Drawing must be continuous during the four years, and must provide adequate instruction for 228 hours.

Drawing .....228 hours

Vocal Music.—The course in Vocal Music must be continuous throughout the four years, and provide adequate instruction in sight singing from the staff and the use of common technical terms.

Vocal Music .....152 hours

The term "hour" as used in this course means a recitation period of not less than 45 minutes.

The number of hours required in each subject is based on a school year of 38 weeks as a minimum.

STATE EXAMINATIONS

At the close of each semester, the Department of Public Instruction furnishes a special examination in the several subjects prescribed in the course of study.

Members of training schools who attain a standing of at least 75 per cent. in the several subjects of the course, will receive a New York State Training School certificate upon the certification of the City Superintendent that the candidate has shown sufficient skill in teaching to warrant his receiving such certificate, that he is a person of good moral character, and worthy to be employed in the schools of the state.

Candidate for a Kindergarten diploma must obtain a minimum standing of 75 per cent. in the following subjects:

LECTURE ROOM

History of Education, School Management, Special Kindergarten methods, Primary methods, Psychology.

Candidates may combine the standing earned in four consecutive examinations.

Examinations will be held in January and June on the dates indicated below:

	1909	1910
January	27-28-29	26-27-28
June	16-17-18	22-23-24

Daily program for Normal and Kindergarten examinations:

Wednesday, 9:15 a. m.
Psychology; Methods in Nature Study and Physiology.

Wednesday, 1:15 p. m.
School Management; Methods in Language; Composition and Grammar.

Thursday, 9:15 a. m.
Methods in Arithmetic; Special Kindergarten Methods.

Thursday, 1:15 p. m.
Methods in Reading; Primary Methods; Methods in History and Civics.

Friday, 9:15 a. m.
History of Education; Methods in Geography.

Friday, 1:15 p. m.
Methods in Drawing.

DIPLOMAS

At the completion of the Normal course the pupil receives in addition to the diploma issued by the Board of Education of Rochester, a New York State Training School certificate. A graduate from the Kindergarten Department

receives a New York State Training School Kindergarten certificate issued by the State Department of Public Instruction.

A Kindergarten certificate entitles the holder to teach in a kindergarten only. A violation of this regulation will be deemed sufficient cause for the revocation of the certificate.

Training School certificates are valid for three years and are renewable thereafter for ten-year periods if the holder has had a successful experience of at least two years under the certificate.

A Training School certificate permits the holder thereof to teach in the grades of any school in New York State, provided she meets whatever other requirements the local board may establish.

RESIDENCE, TEXT BOOKS AND TUITION

List of boarding places will be furnished upon application. The fact that Rochester is so large a rail and electric road center, makes it easy for students living in the neighboring towns to come and return to their homes daily.

A large working library reduces the expense of text books to a minimum. Total expense will not exceed five dollars.

Tuition is free for all students in both courses.

SCHOOL YEAR

The school calendar is the same as that of the public schools of Rochester.

NORMAL DEPARTMENT

This course covers two years, and offers preparation for work in the grades.

The work of the first three semesters emphasizes the side of professional study, and the courses are taken which lay the educational foundations. Students have practice teaching during the last semester of their course.

The following schedule indicates the courses taken by each class. A period is forty-five minutes long.

Freshman Class

	Periods a Week
Psychology	Five
Kindergarten Theory	Three
Games and Stories	One
Method	Three
School Management	One
Music	Two
Chorus	One
Drawing	Four
Observation	Two
Gymnasium	Three

Sophomore Class

History of Education	Five
Nature Study	Four
Method	Three
Music	Two
Chorus	One
Drawing	Two
Observation	Three
Gymnasium	Three
Shop Work	Two

Junior Class

Geography Methods	Four
Nature Study	Four
Music	One
Chorus	One
Drawing	Two
Observation	Three
Gymnasium	Three
Shop Work	Four
Hand Work	One

Senior Class

Practice, entire semester.

1. EDUCATIONAL THEORY.

History of Education.—This course traces the evolution of education in the life of the race. Characteristic types are studied in the oriental, classical, mediaeval and modern periods, and a vast field of educational literature is opened to the students. Emphasis is put on modern education and educational leaders.

Psychology.—Psychology is taken during the first semester. James' Briefer Course and Hallock's Psychology and Psychic Culture are used as texts, and students have access to a large number of the best supplementary books in educational psychology. The text is used as a basis, and each subject is developed through study of different authorities and through class discussion. Though the work done covers a course in general psychology the emphasis is laid upon the interpretation of the educational bearing of each topic. In this way the course in psychology is almost a course in principles of education, and is made the basis of the other lines of professional work.

The following subjects indicate the content of the course:

1. Relation of Modern Psychology to Education
2. Relation of Mind and Body
3. The Stream of Consciousness
4. Habit
5. Sensation
6. Perception
7. Interest and Attention
8. Memory and Association
9. Imagination
10. Emotion and Its Cultivation
11. The Higher Rational Side
12. Will and Its Cultivation

Opportunity is given for more advanced work in educational psychology during the second year. In connection with the observation course, special studies are worked out by individual students. Such subjects are selected as have practical and close bearing on the elementary schools—for example: fatigue, motor training in relation to hand work, children's morality. The basis of this individual work is observation and study of conditions in the city school rooms.

Reference Books.—The following books are the special bases of reference in psychology, history and principles of education, and method: "Briefer Course in Psychology," by James; "Talks to Teachers," by James; "Psychology and Psychic Culture," by Halleck; "Studies of Childhood," by Sully; "Psychology in the School Room," by Dexter & Garlic; "Text Book in the History of Education," by Monroe; "History of Education," by Kemp; "History of Education," by Seeley; "History of Pedagogy," by Compayre; "History of Education in the United States," by Dexter; "Special Methods," by McMurry.

School Management.—This course deals with the more fundamental problems of school organization and management. All topics considered are interpreted through the study of the meaning of elementary education.

II. STUDY OF SUBJECT MATTER OF ELEMENTARY SCHOOL CURRICULUM WITH METHOD.

The work in Methods of Teaching is based on a study of the different periods of growth in the elementary school. The fundamental principles of education are made the basis of method, and little attempt is made to teach devices. The laws of mental and physical growth, the native interests, and the relation of the subject and its method to the child at different ages, form the burden of these courses.

Geography Method.—A certain portion of the time given to this subject is spent on methods, the rest of the time on the application of these methods. The method period is spent in the discussion of ways and means, which later work out in practice. So that a student may leave the course having with her her own maps, models, and results of worth-while experiments. Excursions for type studies are most helpful because of the geologic structure of this section.

The course of study of the Rochester Schools is followed grade by grade. This work is aided materially by observation, the opportunity being given to see the actual work of many grades. The work of the lower grades correlates and merges with the course in Nature Study.

As we work on in the course, North America is studied as a type study for all countries. Progressive maps are made as the topical method is carried on. Beside these maps, the students deal with other mediums such as sand, clay and putty.

A strong point is made of commercial geography. At this time the great trade routes of the world are mapped out. The student is made familiar with the present problems of interest in the geographical field. The National Geographic Magazine is taken for just this reason.

At the end of the course a survey of the physical features of the different countries of the world is taken to note the effect of mere land structure on the history of the world.

Reference Books.—"Methods and Aids in Geography," by King; "How to Study Geography," by Parker; "Physical

Geography," by Davis; "Commercial Geography," by Adams; "Brooks Adams' New Empire;" "Geography," by Tarr and McMurry.

Nature Study.—The course in Nature Study aims to prepare for practical work in the grades. Since of necessity a grade course of study in this subject varies according to conditions, it is our aim to give the students such large and worth-while lines of work that they may be able to intelligently cope with new problems.

The work is carried on not merely through text books, but by laboratory experimental work, excursions and actual work during their theory period with the grade pupils.

Our course naturally falls into three sections—that of fall, winter and spring work. Each season's work is along the lines of what nature presents at that time.

These lines, the study of trees, flowers, animals, the common minerals of the locality, weather and garden work, form the backbone of this course. Finally, based upon this work, a grade course is developed.

Reference Books.—"Nature Study and Life," by Hodge; "Nature Study and the Child," by Scott; "The Nature Study Idea," by Bailey; "The Great World's Farm," by Selina Gaye; "A First Book of Forestry," by Roth; "Botany all the Year 'Round," by Andrews; "How to Know the Wild Flowers," by Dana; "Elementary Zoology," by Kellogg; "Insect Life," by Comstock; "36 Observation Lessons in Minerals," by Clapp; "Bird Neighbors," by Blanchan.

Physiology and Hygiene.—This course is carried on in the following manner: first, a subject is taken up as comprehensively as time permits, and then the grade work is planned from this.

The text-book work is supplemented by using as references such books as Gray's Anatomy, Martin's Human Body, and Macy's Physiology. Since from mere diagrams and charts an adequate knowledge of internal organs and systems is impossible, the work is made clear by dissection of lower forms and demonstration of the internal organs from larger

forms, as the sheep and pig. In this way form, relation, nerve and blood supply is made clear. Charts, models and diagrams are made by the students for use in their grade work later. Experimental work is done, and simple, possible apparatus is worked out. After this work is completed, the grade course is worked out in its practical school room bearings. The hygienic point of view is the one kept clearly and prominently in the foreground.

United States History and Civics.—The course includes a study of the values of history to the child; material for each grade; civics for the grades; correlation of history with other subjects; the use of stories and biography; and the method which emphasizes the large interpretive type study, rather than the study of much detail and summaries.

Arithmetic.—The following topics are studied; Origin of number; importance of the measuring idea with little children; primary number methods; objective material; connection of hand work with abstract processes; course of study for the grades; main differences of treatment in intermediate and grammar grades; the making of plans.

Reading.—Primary methods in beginning reading are studied, and a critical examination is made of the best primary readers. A course of study for the eight grades is built up by the class. The wider values of reading are studies in relation to later habits, and in connection with the general life of the school. Much practice is given in working out plans for handling large units of reading material.

Language.—The following lines of work are emphasized: Language sources in primary, intermediate and grammar grades; values of oral language; literature as language study; relation of grammar to language; technical work in upper grades; written work, its value and supervision.

Drawing. — This course is planned to be directly applied by the students to the work in the class-room, and is intended to give increased hand skill in art expression throughout all lines of work.

WORK SHOP

It involves the planning and working out of lessons to correlate with the other subjects of the curriculum; and gives special attention to methods of presentation, observation of model teaching, and practice teaching under supervision.

The work includes the use of scissors, pencil, ink, water colors, clay and blackboard, and is planned to cover the course of instruction in all grades. Beginning with the free imaginative and illustrative drawing and cutting in the lowest grade, it progresses through all the phases of pictorial or representative and constructive drawing, decorative treatment, and applied design.

The Pictorial Work includes free-hand representation of plant and animal life, pose from the human figure, landscape studies, still life from objects related to the daily work, and rapid blackboard sketching for illustration, thereby giving practical application of the drawing to the teacher's work in the class room.

The Decorative Work and Design include decorative arrangements of simple plant forms within pleasing enclosures, original designs, including bi-symmetrical and balanced units for borders, rosettes and surfaces, using natural forms, abstract spots, geometric shapes and historic ornament, as motifs; book covers, posters, initial letters, tail-pieces, lettering, etc., stenciling and wood-block printing on textiles.

The Constructive Drawing includes the geometric problems, simple projections of surfaces, development or pattern making, working drawings of common objects, and constructive design applied to simple forms of handicraft.

By means of lectures and the study of reproductions, the students are given a general knowledge of noted artists and modern illustrators.

School and home decoration receive special attention in connection with the study of domestic art, and stress is laid on the fact that through art we learn to appreciate the higher and broader side of life.

Manual Training.—This course is planned to familiarize the students with the work required in the grades of our city schools. It includes the theoretical and practical

working out of lessons to correlate with the other subjects in the curriculum.

The handwork includes raffia, reed, cardboard work and weaving. Such objects as string bags, dolls' hats, baskets, woven and sewed mats and napkin rings are made from raffia and mats and various kinds of baskets from the reed.

The cardboard work forms the basis for the accurate manual training work which follows it. Exactness in measuring, neatness of work, simplicity of design, utility of object are all emphasized.

The work in the shop includes the making of small objects from thin wood with the knife, such as plant labels for the garden, key racks, calendar mounts, etc.

Students are taught the typical use of the tools, and make larger models from heavier material, as jewel boxes, book stalls, taborets.

Discussions are held as to the cultural, the educational, and the practical value of manual training.

Physical Education.—This course is intended to provide systematic exercise and recreation for the students, and to acquaint them with modern methods in teaching physical training, as well as to give them a general knowledge of the subject. The student presents a physician's certificate regarding her health upon entering the school. Gymnasium suits and shoes are worn in the gymnasium.

During the first year the work includes: gymnastics, games, athletics, practice in teaching, talks on hygiene, studies in physical measurement, theory of gymnastics, and the making of lesson plans.

The second year course includes advanced gymnastics, games, dancing, athletics, practice teaching, and observation in city institutions.

Classes meet three periods during the week.

Domestic Art.—This course aims to be an integral part of the educational work of the school. By training teacher-students along the same line of work as that taught in the grades, it is hoped to impart additional skill and to give an intelligent understanding of the manual arts in their

relation to public school instruction. Salient points are emphasized, and attention is given to each division of the work in proportion to its relative value as an educational need.

The work of the first semester covers: A simple course in weaving exercises for primary grades; a general drill in stitches, applied to some useful article; free pattern-cutting applied to dolls' clothes; discussions—The educational value of hand-work, how to secure increased thinking power and greater social efficiency, habits of orderliness, care in the selection of material, taste in decoration, the need of free expression.

The work of the second semester covers: Original design applied to some article for home use, kimono or shirt waist; a written paper on the educational value of needlework in the elementary school, or on methods of teaching domestic art.

Music.—The school is classified in three divisions, according to ability to sing by note. The work in the classes consists of individual recitations in sight singing, ear training, written work and methods. Each pupil learns to carry an alto part. Minor and chromatic scales are sung individually and written. Work in harmony is not undertaken, but a little is done in melodic construction. Methods are taught partly as separate lectures, and also in connection with all the work, attention being called to the way the music teacher handles each problem met by the class.

Twice a week the entire school assembles for chorus practice, where the stress is laid upon correct breathing and tone production and artistic song interpretation. One of these practices is largely devoted to children's songs, the other to adult three-part songs and glees.

The life and music of three great composers is studied each year and brief talks on musical topics given weekly by the supervisor of music.

The books used in the Normal course are the four of the Modern Music Series, published by Silver, Burdett Co., and the Laurel Music Reader, published by Birchard and Co.,

together with supplementary part songs and solos, and all the good collection of children's songs for Kindergarten.

III. OBSERVATION

Two courses in observation are offered: one, for freshmen, in connection, particularly, with the work in method. This includes observation in all grades, and in all subjects, and aims to illustrate and supplement the method courses. Another course is offered second-year students for more advanced study of the city and neighboring schools and centers of industrial interest. These visits and excursions include the Deaf Mute Institute, the Blind Institute, the Industrial Home, the Orphan Home, the rooms for defective children in the city schools, city factories, etc.

In connection with this course further provision is made for educational reading, and reviews and individual reports are made on leading educational books and magazine articles.

IV. PRACTICE IN TEACHING UNDER EXPERT SUPERVISION

Pupil-teachers in this department teach during the entire session for the last twenty weeks of their course. As they have finished their theoretical training they are able to give their entire time to the grades assigned them. Often two students are assigned to a class, but finally each student has entire charge of a class with her supervisory instructor, who is entirely responsible for the progress of the class.

Pupil-teachers are given every freedom consistent with their ability, and are expected to be able to teach successfully in two grades before receiving their certificates of graduation.

It has seemed to us entirely inconsistent with the ideal development of a student to have an arbitrary maximum amount of time in which a student must obtain proficiency as a teacher. The Rochester Training School, therefore, often requires students to return to the practice school for more experience. The length of time is entirely regulated by the ability of the student to grow up to the standard.

KINDERGARTEN METHOD CLASS

KINDERGARTEN DEPARTMENT

The Kindergarten Department aims to meet the needs of students who desire to fit themselves for kindergarten work. A thorough scholarship in all branches that bear upon kindergarten work is essential. A successful kindergartener needs insight into the general principles of education, and the best methods of applying them, as well as a study of child life and educational principles, as found in the writings of Froebel. The kindergarten requires the best of character and skill, and no one can expect to be successful who does not genuinely love little children.

This course requires two years for its completion, and includes observation and practice in kindergarten and primary grades.

Instruction in all technical subjects of the kindergarten is given by the head of the Kindergarten Department. All academic or professional courses are given by special teachers.

In the kindergarten, which is a part of the practice school, students observe and demonstrate the practical application of Froebelian principles and methods.

The following schedule indicates the courses taken by each class. A period covers forty-five minutes.

Freshman Class

	Periods a Week
Psychology	Five
Method	Three
School Management	One
Music	Two
Chorus	One
Drawing	Four
Observation	Two
Gymnasium	Three
Kindergarten Theory	Three

Sophomore Class

History of Education .....Five
Nature Study .....Four
Primary Method .....Three
Music .....Two
Chorus ..... One
Drawing .....Two
Observation .....Three
Gymnasium .....Three
Shop Work .....Two
Kindergarten Theory .....Three

Junior Class

The morning session of the Junior semester is spent in practice teaching in the Kindergarten of the school of practice.
The afternoon session is devoted to the study of Kindergarten Theory.

Senior. Class

Same as Junior Class.

I. EDUCATIONAL THEORY

OUTLINE OF FIRST SEMESTER

The underlying principles of the Kindergarten are fundamental in education, therefore, it is the aim during the freshman semester to give all students in the training school a knowledge of the general foundations of the Kindergarten and methods of application.

Kindergarten Theory. — (a) Reminiscences of the student's own childhood; (b) The observation of children in the home, kindergarten and school; (c) Froebel's Mother Play, Education of Man, and Pedagogics of the Kindergarten are used as reference books; (d) A study and use of the play materials known as gifts and occupations, their educational

KINDERGARTEN

HOME GARDEN AND PRODUCTS

possibilities, their relation to each other and to other play materials, and to the program in which they are to be used.

Stories.—The selection and classification of stories, the adaptation and telling of stories and the writing of original stories and finger plays.

Plays and Games.—The playing of various plays, games and rhythmic exercises; the classification of plays and games, and their value in the education of the child.

Kindergarten Theory.—During the second semester covers: Gifts and occupations, studied in detail; Mother Play—Froebel's Mother Play used as a text book. During the third semester: Education of Man — Froebel's Education of Man used as a text book; Mother Play, continued; daily plans and diaries. Through keeping diaries and making daily plans for groups, students pursue a definite course in child study. During the fourth semester: Education of Man; Mother Play, completed; daily plans, weekly and monthly programs.

Reference Books.— "Pedagogics of the Kindergarten," by Froebel; "Froebel and Education through Self-Activity," by H. Courthope Bowen; "Psychologic Foundations," by James L. Hughes; "Studies of Childhood," by Sully; "Reminiscences of Froebel," by Von Bulow; "Symbolic Education," by Blow; "Plays of Man," by Groos; "Studies of Child-Nature," by Harrison.

Primary Methods.—The primary school curriculum forms the basis of this course. The teaching of number, spelling, elementary geography, history stories, nature study and story telling is observed in the practice school. Best methods of presentation are discussed and lessons are given by the students to classes of children.

Psychology, History of Education, School Management, Nature Study, Physiology, Drawing, Manual Training, Domestic Art, Music, Gymnastics.—The same work is given in these subjects during the first year as is given in the Normal course.

II. OBSERVATION

Observation in the kindergarten and the first three grades of the Practice School is carried on under the supervision of the head of the Kindergarten Department. This work covers three periods a week during the second semester.

III. PRACTICE IN TEACHING UNDER EXPERT SUPERVISION

Pupil-teachers in this department teach in the kindergarten morning sessions during the second year of their course. During the last semester each student teaches in the primary grades during the morning session for five weeks.

ADVANTAGES OFFERED

While the Board of Education does not promise positions to all graduates, inasmuch as the demand for teachers in Rochester is greater than the supply, graduates of the Training School are invariably given positions in Rochester if they so desire.

Graduates from the Rochester Training School are exempt from the Dow Law examinations. Graduates from other institutions are required to pass these examinations that they may be eligible to positions in the City of Rochester.

Non-resident students are admitted without tuition.

Both Kindergarten and Normal courses are free.

Students should not fail to discriminate between the value of a training school and a training class certificate. A training school certificate permits the holder to teach in the grades of any school in New York State, provided she meets whatever other requirements the local board may establish.

INDEX

	Page
Advantages	28
Aim of the School	5
Buildings and Equipment	6
Catalogue and Information	10
Examinations	9
Courses Offered	9
Departments of Education	4
Departments	25
Normal Department	15-25
Kindergarten Department	25
Diplomas	13
Educational Theory	16-26
Employment of Graduates	28
Equipment	6
Gymnasium	8
Lecture Room	7
Library and Study	6
Practice School	8
Science Laboratory	7
Expense	14
Faculty	4
General Information	9
History of Education	16
Location	6
Methods	18
Arithmetic	20
Domestic Art	22
Drawing	20
Geography	19
Gymnastics	22
History and Civics	20
Language	20
Manual Training	21
Music	23

Page
Nature Study 19
Physiology 19
Reading 20
Minimun Requirement for an Approved High School Course 11
Non-Resident Students 28
Observation of Model Teaching 24-28
Outline of Kindergarten Course 26
Outline of Normal Course 16
Plays and Games 27
Practice Teaching 24-28
Psychology 16
Registration of Students 31-32
Requirements of Admission 9
To Kindergarten Course 10
To Normal Course 9
Residence, Text Books and Tuition 14
School Management 17
State Examinations 12-13

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